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ABSTRACT

This catalog contains descriptions of elementary and secondary curriculum materials, programs, and services for multicultural education, art education, bilingual education, and social studies, music, dance, drama, and literature classes. It is intended to help New York state teachers motivate students to acquire knowledge, understanding, and sensitivity regarding the various ethnic and racial groups which comprise our society. Various ethnic groups are treated including Blacks, Puerto Ricans, and American Indians. The catalog begins with an annotated bibliography of multimedia materials including cassette recordings, 16mm. films, filmstrips, slides, and videotapes. Bibliographies, handbooks and guides for teachers, and some student books are cited in the catalog's next section. Following this a few multicultural education programs are briefly described. The catalog concludes with a listing of various multiethnic services for New York state teachers including advisory and consultative services, and funding, supportive, and research services. (RM)

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NEW YORK STATE EDUCATION DEPARTMENT

• MATERIALS • PROGRAMS • SERVICES

FOR

MULTICULTURAL EDUCATION

SP010157

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Intercultural Relations in Education
Albany, New York 12234
1977

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University (with years when terms expire)

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1984 Louise P. Matteoni, B.A., M.A., Ph.D. .....Bayside
1981 J. Edward Meyer, B.A., LL.B. .....White Plains

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary and Continuing Education
Thomas D. Sheldon

Acting Associate Commissioner for Instructional Services
Vivienne N. Anderson

Acting Assistant Commissioner for General Education and Curricular Services
Gordon E. Van Hooft

Director, Division for Curriculum Services

Administrator, Office of Intercultural Relations and Nonpublic School Services
Thomas W. Heath

Chief, Bureau of Educational Integration
Leroy L. Ramsey

CONTENTS

PAGE

Commissioner's Statement.....v

Acknowledgements.....vi

Foreword.....vii

Introduction.....viii

Multicultural Education Multimedia Materials.....1
- Cassette Recordings.....1
- Films.....1
- Filmstrips.....1
- Slides and Prints.....2
- Videotapes.....2
  - Civil Rights.....2
  - Foreign Language Education.....4
  - Music, Dance, Drama.....6
  - Social Studies Education.....7
  - Student Values.....10

Multicultural Education Publications.....12
- Art Education.....12
- Bilingual Education.....12
- Intergroup Relations.....15
- Literature.....16
- Music, Dance, Drama.....16
- Social Studies Education.....17
- Teacher Education.....21

Multicultural Education Programs.....23
- Social Studies Education.....23
- Testing Programs.....23

PAGE

Multicultural Education Services....25
Advisory and Consultative Services....25
Bilingual Education....25
Intergroup Relations....25
Health Services....26
Higher Education....26
Music, Dance, Drama....26
Program Development and Evaluation....27
Social Studies Education....27
School-Community Services....27
Staff Development....28
Student Values....29

Funding and Supportive Services....29
Federally Funded Programs....29
State Funded Programs....30
Supplemental Services....30

Research Services....31
Bilingual Education....31
Computer Services....32
Library Services....32
Student Values....32

Index....34

Commissioner's Statement

Multicultural education ranks among the foremost goals of our Department. And what is multicultural education? Let me give you my version:

It is an education whereby children and youth are motivated to acquire knowledge, understanding, and sensitivity regarding the various ethnic and racial groups which comprise our society. The development of these characteristics in students requires the dedicated effort of instructional staff who have themselves developed competencies in multicultural education, and who, by precept and example, can engender in youth the humanistic values needed in our multicultural society. It is an education in which the degree and kind of positive multicultural-oriented attitudes and behaviors will be proportionate to the appropriate and effective use of multiethnic and multiracial materials, programs and resources. It is one that teaches the students to accept and respect both individuals and the particular cultural group to which they belong. From this viewpoint, the student learns not only that differences and similarities exist between and among groups, but also that cultural differences can be a source of richness and value rather than a thing to be feared and denied. These values can be developed in many ways in the teaching-learning situation. The Department is distributing this catalog, containing descriptions of its materials, programs, and services for multicultural education, in the hope that it will help school personnel to provide educational opportunities for increased ethnic-racial awareness and understanding.

Ewald B. Nyquist
President of the University
and Commissioner of Education

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Nickie Nin Brosch, Director, Bilingual Education Programs, Brentwood School District
Myrtle B. Brown, Supervisor of Secondary Education (Multicultural Liaison), The New York State Education Department
Jane Dickerson, Assistant Librarian, New York State Library
William J. Early, Superintendent of Schools, West Irondequoit School District
Sister Barbara Fox, Advocate/Minorities, Rochester Catholic Diocese School System
Hugh Fraser, Director of Instruction, West Irondequoit School District
Robert Frelow, Superintendent of Schools, Greenburgh No. 7 School District
Barbara Gallagher, Ethnic Heritage Project Coordinator, Freeport School District
Dennis Glover, Assistant in Educational Integration, The New York State Education Department
Norman N. Gross, Administrator, Urban-Suburban Interdistrict Transfer Project, West Irondequoit School District
Marco A. Hernandez, Deputy Executive Administrator, Office of Bilingual Education, Board of Education, New York City
Florence Jackson, Director, Bureau of Social Studies, Board of Education, New York City
Geri Jefferson, Associate in Educational Integration, The New York State Education Department
Heidi LeBron, Reading Consultant, Brentwood School District
Wil Margolies, Head of Bilingual Services, Long Beach School District
Annemarie Santoro, Director, Elementary Education, Rochester City School District
Rita A. Sator, Associate in Secondary Curriculum, The New York State Education Department
Alonzo H. Shockley, Jr., Director, State/Federal Programs, Freeport School District
Leonard Simon, Assistant Director in Charge, Bureau of Curriculum Development, Board of Education, New York City
Minerva Sarrameda Vasgerichias, Bilingual Curriculum Specialist, Brentwood School District
Nola L. Whiteman, Executive Assistant, Division of Educational Planning and Support, Board of Education, New York City
Robert Zimmerman, Associate in Secondary Curriculum, The New York State Education Department

F O R E W O R D

The New York State Education Department's Multicultural Education Task Force was formed by Vivienne Anderson, Acting Associate Commissioner for Instructional Services. Representatives from the following units within the State Education Department participated in the preparation of this publication:

Bilingual Education Unit
Bureau of Art Education
Bureau of Educational Integration
Bureau of English Education
Bureau of Foreign Languages Education
Bureau of General Education Curriculum Development
Bureau of Grants Administration
Bureau of Guidance
Bureau of Higher Education Opportunity Programs
Bureau of Home Economics Education
Bureau of Mass Communications
Bureau of Migrant Education
Bureau of Music Education
Bureau of Publications
Bureau of Regional Library Services
Bureau of School Libraries
Bureau of Social Studies Education
Bureau of Special Continuing Education
Center for International Programs and Comparative Studies
Division for Curriculum Services
Division of Educational Research
Division of Intercultural Relations in Education
Division of State Education Opportunity Programs
Humanities and Performing Arts Unit
Native American Education Unit
New York State Library
New York State Museum
Office for Education of Children with Handicapping Conditions
Office of State History
Physical Education and Recreation Unit

William J. Stewart, Associate in Educational Integration in the Division of Intercultural Relations in Education, Editor

INTRODUCTION

Multicultural education acknowledges and respects the very real and important ethnic, cultural and racial differences which exist in our society. School personnel can use the content and methods of multicultural education to reduce and ultimately eliminate prejudiced and stereotyped ethnic, cultural, and racial perceptions. This can be done by conceiving, designing, and implementing school programs which recognize and value human diversity.

It is a challenging and essential goal to evolve educational programs which convey a true and representative picture of the United States and of the peoples which constitute its citizenry. This noble purpose can culminate in the stimulation and release of an increased awareness, understanding, and sensitivity on the part of school youth concerning ethnic, cultural, and racial diversity. School programs which reflect multicultural education should enable students to develop more positive attitudes relative to human variability in our society.

The New York State Education Department has exerted continuing leadership in assisting local school districts to expand and improve multicultural education. In 1970, the Department published a catalog entitled: •Programs •Services •Materials of the New York State Education Department for Black and Puerto Rican Students. This undertaking was part of a recommendation which had been made by the Regents: "An accelerated effort to have, in all our classrooms, textbooks and other teaching materials that reflect in their content and presentations the ethnic and cultural diversity of our world and in particular, of American life...." The catalog received very favorable acceptance by administrators, curriculum directors, supervisors, and teachers throughout the State.

The Department has identified and developed additional multicultural education materials, programs, and services since the publication of the catalog in 1970. Consequently, the decision was made to publish a thoroughly revised and extended catalog entitled: New York State Education Department •Materials •Programs •Services for Multicultural Education.

It is anticipated that the multicultural education materials, programs, and services described in this catalog will be useful to local school districts in the State for improving existing curricula and for developing new programs of multicultural education.

There is wide diversity in multicultural education among the school districts of New York State, as well as among schools within the same district. Nevertheless, the multicultural education concept suggests that all such differences can be brought to focus upon a central goal--the general understanding and acceptance that ethnic, cultural, and racial diversity is both inevitable and desirable.

MULTICULTURAL EDUCATION MULTIMEDIA MATERIALS

MULTICULTURAL EDUCATION MULTIMEDIA MATERIALS

CASSETTE RECORDING

- THE SPEECHES AND SERMONS OF DR. MARTIN LUTHER KING (For grades K-12). Produced by the Martin Luther King Foundation, 309 East 90th Street, New York City, 1974 (B/W). Length: 30 min. A cassette recording of the most famous speeches and sermons of the Civil Rights leader. Available from the Division of Intercultural Relations in Education - Bureau of Educational Integration.

FILMS

- CHARLIE SQUASH GOES TO TOWN. Produced by the Learning Corporation of America, 711 5th Avenue, New York City (Color). Length: 20 min. The story of an Indian Boy who has difficulty adjusting to white culture and returns to the village. Available from the Division of Intercultural Relations in Education - Bureau of Educational Integration.

- LEGACY OF A DREAM (For grades K-12). Produced by Film Images, 17 West 60th Street, New York City (Color). Length: 35 min. A film about Martin Luther King. It depicts the major events of his life, with comments by Coretta King and Rep. Andrew Young. Available from the Division of Intercultural Relations in Education - Bureau of Educational Integration.

FILMSTRIPS

- KING: THE MAN AND HIS MEANING (For grades K-12). Produced by Martin Luther King Foundation, 309 East 90th Street, New York City, 1974 (B/W). Length: 30 min. A filmstrip with a cassette recording recounting the beginning of Rev. King's career as a Civil Rights leader and his significance to American life. Available from the Division of Intercultural Relations in Education - Bureau of Educational Integration

The following filmstrips are produced by the Division for Curriculum Services and are available from the Bureau of General Education Curriculum Development.

- GETTING CREDIT: SPANISH (For adults). 1969. This filmstrip places emphasis upon the acquisition of consumer knowledge and understanding.

- SHOTS FOR YOUR HEALTH: SPANISH (For Adults). 1967. This filmstrip attempts to make students aware of the benefits of immunization, and it points out the need to have themselves and their families immunized.

- THE FIGHT AGAINST VD: SPANISH (For adults). 1968 This filmstrip attempts to make students aware of the nature of venereal diseases and the work of doctors and public health advisors in fighting against these diseases.

- THE SILENT VOICE: SPANISH (For adults). 1967. This filmstrip pertains to the concepts of practical government.

SLIDES AND PRINTS

- BLACK-AMERICAN ART AND ARTISTS PROGRAM (For grades 6-12). A program of slides and prints about black-American art and artists. Provided by the Division of Humanities, Arts, and Libraries - Bureau of Art Education.

VIDEOTAPES

School personnel should contact the Bureau of Mass Communications for ordering instructions and forms regarding the following videotapes. (A fee of $37.50 per show is charged to out-of-state residents.)

Civil Rights

- RUSH TOWARD FREEDOM (For secondary and adults). Produced by the Westinghouse Broadcasting Company, 1971 (B/W). A series of six half-hour television programs on the modern history of the civil rights struggle in the United States.

  - Program No. 1 - States Against the Nation. The 1954 Supreme Court decision on equal education... the resistance of the "Southern Manifesto"...Governor Faubus calls out the militia in Little Rock... James Meredith's admission to the University of Mississippi...Governor Wallace blocks the entrance of black students to the University of Alabama.

  - Program No. 2 - Birth of Direct Action. The boycott...Mrs. Rosa Parks refuses to give up her seat in the front of a bus to a white man...Rev. Martin Luther King, Jr., leads the Montgomery bus boycott... integration of lunch counters via the "sit-in-" technique...the filibuster against the 1960 civil rights bill.

  - Program No. 3 - The Non-Violent Creed. The 1963 demonstrations in Birmingham,

Alabama...police tactics of using dogs and fire hoses to put down demonstrations... desegregation of public accommodations... march on Washington...Rev. Martin Luther King, Jr., speaking "I have a Dream"... Nobel Peace prize awarded to Dr. King.

- Program No. 4 - Give Us the Ballot. NAACP's Medgar Evers attempts to get blacks registered...resistance of Southern registrars...help from Northern white college students...the Hartman Turnbow incident...the 50-mile march from Selma to Montgomery...the Voting Rights Bill Act of 1965...blacks begin to run for political office.

- Program No. 5 - Over the Edge. Violence...the murder of 14-year old Emmett Till for whistling at a white woman...the shooting of Medgar Evers...the death of four little black girls in the dynamiting of the 16th Street Baptist Church in Birmingham...the murders of Goodman, Schwerner, and Cheny...the assassination of Malcolm X...riots in Watts and Newark...the assassination of Dr. King and Senator Robert F. Kennedy.

- Program No. 6 - Black is Beautiful. Malcolm X...Black Muslims...attempted ambush of James Meredith...Stokely Carmichael and "black power"...black revolution with new priorities, directions, and leadership...Huey Newton, Bobby Seale, and the "Black Panthers"...development of genuine pride in being black...performances by Carmen DeLavallade, Diana Sands & Al Freeman, Jr.

- SHADINGS (For school staffs and general adult viewing). Produced by the State University of New York at Albany, 1970 (B/W). Shadings is an artistically created portrayal of examples of racism as they occur in American society, American education, and in many schools of New York State. While this program devotes itself mainly to black-white relations, the principles and concepts enunciated pertain to most minority-majority problems. The individual presentation of Shadings is introduced by Education Commissioner Ewald B. Nyquist, and a discussion of racism with Kenneth B. Clark and Stephen K. Bailey, members of the Board of Regents, concludes the entire program.

- SOJOURNER TRUTH (For all levels) No. 10-6. Length: 30 min. Produced by WCBS/TV. Sojourner Truth, born in 1797, was one of the first of her race to take up her rights under the law, retrieving a child from slavery, testing legal segregation, and winning a slander suit against a white man. Pauline Myers, a veteran of stage and films, recreates events in the life of Sojourner Truth.

- A STRATEGY FOR QUALITY AND EQUALITY IN EDUCATION (For adults). Length: 30 min. Produced by the New York State Education Department, 1973 (Color). At a time when crisis in many forms is besetting school systems, New York has undertaken what is possibly the most ambitious inquiry ever made into the state of education. The results of the investigation - the findings, conclusions and recommendations - are made public in the Report of the New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education. This television program summarizes the first five chapters of the report:

- Chapter 1 - "The State of Education in New York"

- Chapter 2 - "School Finance: Toward Equality of Opportunity"

- Chapter 3 - "Federal Aid to Education"

- Chapter 4 - "Racial and Ethnic Integration"

- Chapter 5 - "Aid to Nonpublic Schools"

- INTEGRATION IN PUBLIC SCHOOLS (For adults). Produced by the New York State Education Department, 1974 (Color). Five programs which explore the problems of racial integration in school as they are faced by educators and administrators.

  - Program No. 1 - History and Legality. This half-hour program traces the history of integration in public schools with special emphasis on such legal landmarks as the 14th Amendment, the Plessey-Ferguson Decision, Brown vs. Topeka Decision, and the various Civil Rights Acts of the 1960's.

  - Program No. 2 - Curriculum. This half-hour program establishes a rationale for an integrated curriculum that allows the black student to maintain his good self-image and the white student to learn more about this pluralistic society of ours.

  - Program No. 3 - Financial Aspects. This half-hour program responds to criticism of integration in public schools based on supposed increased costs. It emphasizes how careful and innovative planning can actually avoid waste by efficient use of all facilities for all students.

  - Program No. 4 - Teaching in the Integrated Classroom. This film addresses itself to attitudes and expectations of teachers regarding minority groups and relates to teaching in an integrated classroom. In a completely realistic fashion, it addresses itself openly to the manner in which positive and negative attitudes and expectations of teachers can enhance or deter the learning experiences of children in desegregated classrooms.

  - Program No. 5 - Through the Looking Glass: Minority Involvement in the Schools. This film addresses itself to the means by which members of the minority group community can be involved in the schools. It also deals with some of the benefits and advantages which achieving such a movement can contribute to an enhanced educational experience for children of all groups. It includes a unique dramatic playlet.

Foreign Language Education

- BONJOURS MES AMIS (For elementary grades). Produced by the Instructional Television of the Archdiocese of New York, 1973 (B/W). There

are 30 programs. An introductory course in French for elementary school children. Simple, everyday vocabulary is presented so as to insure not merely correct pronunciation, but French accent and intonation. Each lesson reinforces the previous ones.

- EL ESPAÑOL CON GUSTO (SPANISH WITH PLEASURE) (For beginning college level, selected beginning secondary level) 1971 (B/W). There are 80 programs. This instructional series is designed to teach the Spanish language through the "aural-oral method." The grammar is learned as an outgrowth of usage. A complete 202-page guide is available, written by the instructor.

- HOLA (For elementary and intermediate school). Length: 20 min. Produced by WNYE/TV 25, 1972 (B/W). Thirty programs in beginning Spanish designed for elementary and intermediate school pupils. The programs emphasize the audio-lingual approach, but include the written word whenever effective. The lessons are developed around everyday situations common to the experiences of children. Whenever possible, the culture of Spanish-speaking people is incorporated. New vocabulary and songs are included in the manual and teachers are urged to review them.

  1. Hola, ¿Como Te Llamas?
  2. ¿Cómo Estas? La Familia
  3. Vamos a Contar
  4. ¿Cuántos Años Tienes?
  5. ¿Qué Hora Es?
  6. Vendo Frutas
  7. ¡Buen Apetito!
  8. Vamos A. Descansar-I
  9. El Desayuno
  10. En Un Restaurante
  11. Feliz Navidad
  12. Vamos Al Campo
  13. En El Campo
  14. Vengan A Ver Mi Chacra
  15. Los Colores
  16. El Cuerpo
  17. Vamos A. Descansar-II
  18. En La Escuela
  19. Los Días De La Semana
  20. Los Meses
  21. ¿Qué Tiempo Hace?
  22. Las Cuatro Estaciones
  23. Entra A Mi Casa
  24. La Casa De Rosita
  25. ¿Qué Haces En Casa?
  26. La Ropa
  27. Vamos A. Descansar-III
  28. ¿Dónde Vives?
  29. Vamos De Compras
  30. Simón Dice

- LA FRANCE TELLE QUELLE (For students of French III, IV and V). Length: 20 min. Produced by WNYE/TV 25, 1970 (B/W). La France Telle Quelle, is a foreign language cultural series featuring French. Each program deals with one broad aspect of the French way of life, as it is today or as reflected in the past. Only French is spoken. The language heard is suited to the progress of students in classes on Levels III, IV, V and Advanced Placement. The action takes place against an authentic background of visual and sound media produced abroad. The dual purpose of the series is the development of cultural understanding and audio-lingual competence. An overview of each program may be found in the WNYE/TV 25 Manual.

  1. Le Kiosque
  2. Le Touring Club
  3. Les Metiers

4. La Rue
5. Martin et Martine, I
6. Martin et Martine, II
7. Signes
8. Le Grand Jeu
9. Les Crepes de Mme Tanguy
10. Les Pas Perdus
11. Lexique

- LA GLORIA DE ESPAÑA (For junior and senior high school students). Length: 20 min. Produced by WNYE/TV 25, 1969 (B/W). La Gloria De Espana is a series presented bilingually in Spanish and in English. Designed for junior and senior high school students, its aim is to develop knowledge, understanding, and appreciation of the culture of Spain. It is hoped that after watching the program, students will be left with a deep understanding of the people who brought their culture to the New World and here left their imprint forever. It is advised that prior to the telecast, students be introduced to the unfamiliar Spanish vocabulary and poems which are included in the teacher's manual.

1. Spain, a Land of...
2. In the Beginning
3. The Moorish Era
4. The Reconquest of Spain
5. The Unification of Spain
6. The Exploration of the New World
7. The Literature of the Golden Age
8. The Golden Age in Art
9. The Decline of Spanish Power
10. A Restless Romanticism
11. The Turbulent Twentieth Century
12. Spain Today I
13. Spain Today II: The Bulls
14. Spain Today III: Music and Art
15. Spain Today IV: Past and Present

Music, Dance, Drama

- AMERICAN DANCE THEATER: POEM (For all levels). No. 3-4. Length: 30 min. Produced by WCBS-TV. Jazz and modern dance are combined with comments on the American scene through a dance choreographed to the music of Duke Ellington and thematic excerpts from Lawrence Ferlinghetti's poem "Autobiography."

- BLACK PLAYS IN THE WHITE THEATRE (For high school and college) No. 4-8. Length: 30 min. Produced by WCBS-TV. A round-table discussion is held on the relationship between plays written by Negro authors and the often unfavorable response they draw. The panel members first discuss Ronald Milner's play, "Who's Got His Own?" and then probe white attitudes in general toward plays written by and for Negroes.

- OVER THE TOP BEBOP (For all levels). No. 3-2. Length: 30 min. Produced by WCBS-TV. Marshall Sterns, professor of English at Hunter College and author of "The Jazz Story," comments on the origin and development of jazz dancing. He describes the evolution of steps in tap from the clog and shuffle to combinations in double and triple time. The soft-shoe team of Honi Coles and Charlie Atkins demonstrates routines identified with King Rastus Brown, Bill Robinson, and John Bubbles, as well as their own innovations. Their display of technique begins with the "buck and wing" and includes the intricate "pendulum" and "over the top" steps of "class" dancing.

- WALK DOWN MY STREET (For high school and college) No. 4-10. Length: 30 min. Produced by WCBS/TV. Excerpts from an unusual musical satire on contemporary problems are performed. The satire focuses on problems faced by black and Puerto Rican minorities in New York City. Norman and

Patricia Curtis, the husband-wife-teacher-producer team use only teenagers and young adults in their troupe, and credit them with originating many of the basic ideas used. They describe the purpose of their work as "a social action theater with special meaning and significance of youth."

Social Studies Education

- AMERICANS WE REMEMBER (For 4th grade - junior high school). Length: 20 min. Produced by WNYE/TV 25, 1970 (B/W). Americans We Remember is a series of bilingual programs in Spanish and English that tells the story of the history of our nation as seen through people who lived it. Although each of the programs is titled with the name of a famous American, we will not limit ourselves to mere biographical sketches. Rather, we have chosen to concentrate on those factors of history which inspired these individuals to greatness and the impact of their personalities and activities on the times in which they lived. Though the programs are directly related to the fourth grade social studies curriculum of the New York City Board of Education, they have been used successfully with classes on the junior high school level.

    1. Christopher Columbus
    2. Pocahontas
    3. Roger Williams
    4. George Washington
    5. Benjamin Franklin
    6. Thomas Jefferson
    7. Lewis and Clark
    8. Sitting Bull
    9. Harriet Tubman
    10. Abraham Lincoln
    11. Alexander Graham Bell
    12. Samuel Gompers
    13. Susan B. Anthony
    14. Martin Luther King
    15. John F. Kennedy

- BEHIND THE LINES (For junior high, high school and college journalism students). Produced by WNET; New York State Education Department, 1974 (Color). This series investigates the role of the contemporary newsman and the world in which he functions as he initiates, investigates, develops, writes, and publishes the daily copy that becomes the news which we read and discuss. Program No. 26, The Amsterdam News, 7:40 min. Through an analysis of Harlem's oldest black community newspaper and an interview with its publisher the tape studies: The life of the black press; press service in a community within a community; and press bias which serves a group need.

- IN THE MATTER OF POLICE "Black Police" No. 11-34. Length: 30 min. Produced by WNBC/TV. Host James Curran and William Perry, president of the Guardians Association, examine the role of the black police officer in the urban community. The discussion centers on the programs for recruitment of black police.

- IN THE MATTER OF POLICE "Police View Black Communities" No. 11-23. Length: 30 min. Produced by WNBC/TV. Curran and his guest Stuart Cooper, a New York probation officer and former policeman, discuss the conditions under which a white police officer works when he patrols a black community.

- IN THE MATTER OF POLICE "Black Communities View the Police" No. 11-22. Length: 30 min. Produced by WNBC/TV. A discussion with three residents of

the Fort Greene community in Brooklyn. The three include a white Catholic nun, Sister Sally Butler, and two young blacks, Gary Webster and Ben Tomlinsen. They address themselves to the causes of police alienation in the black community.

- PERSPECTIVES IN SOCIAL STUDIES (For intermediate and middle school--primary or secondary at teacher's discretion). Produced by ABC Media Concepts, New York State Education Department, 1972 (Color). This series is designed to stimulate social studies teaching through the inquiry mode. Each program deals with a single major concept and contains an animation and a series of case studies which help create an understanding of the concept. Each program is accompanied by an inquiry-oriented guide which suggests various teaching strategies to use with that program. The following programs are particularly relevant regarding multiculturalism.

  - Program No. 2 - The Right to Be Different. (Concept: Culture Clash) Widely varying cultural patterns and reactions to them are explored. An animation of the Oneida Community sets the stage for case studies of blacks, Chicanos, the Navajo, the Amish of Pennsylvania, the "youth culture" as it exists in New York City, and a commune in New Mexico.

  - Program No. 4 - On the Move. (Concept: Mobility) Mobility may take many forms, as this program illustrates. The "prototype" of the animation in this case is Andrew Carnegie. The models involve a black family that migrated from the South to Chicago in search of a better life, a rural family in Appalachia which may be forced to move because of the encroachments of strip mining technology, people who have gone "back to nature" in Alaska, and Moroccan and American Jews who have emigrated to Israel under very different circumstances. Understanding the interrelationship of different kinds of mobility can be one of the valuable outcomes of using the guide.

  - Program No. 5 - A Matter of Choice. (Concept: Morality) This program concentrates on some very basic elements of an individual's value system. The animation takes up the character of Martin Luther King, Jr. - the conflicts he faced and the choices he had to make. In the case studies, the student can examine opposing views on draft resistance, welfare, rehabilitation of youthful offenders, and differences within religious groups. The guide provides a basis for highly stimulating discussion.

- SOMETIMES I'M UP, SOMETIMES I'M DOWN (For all levels). No. 10-9. Length: 30 min. Produced by WCBS/TV. Impressions of a living past on Johns Island containing the unique culture of a relatively isolated group of Negro people is documented. The low-lying piece of land off the coast of Charleston, S.C., is inhabited in large part by descendents of slaves who have kept intact much of their African heritage.

Out of this background have come a singular musical tradition, religious faith, and folklore which remains active today. Material from Guy Carawan's tapes made while living there and photographs made by Robert Yellin compose the study.

- THE INDIAN WAY. No. 10-158. Length: 30 min. Produced by WCBS/TV. "The Indian Way" contrasts traditional Indian values with those of modern times. It addresses the question: Which is better able to survive? The new Indian consciousness is examined in conversations with young and old, and traditionalists and radicals on the reservation. "The Indian Way" seeks to discover whether Indian values can still be absorbed and how relevant they are to us in these times.

- THE TOWER OF BABEL (For high school and college). No. 10-44. Length: 30 min. Produced by WNBC/TV. The American dream is that in the city, diverse ethnic and social groups are reduced to a "common denominator." This is a myth -- in reality the city serves to shape and perpetrate these differences.

- VEGETABLE SOUP (For elementary grades). Produced by the New York State Education Department, 1975 (Color). The series is edited in two formats (a) 39 half-hour programs and (b) 78 fifteen-minute programs. The programs are designed to help counter the negative, destructive effects of racial prejudice and racial isolation. The series also reinforces and dramatizes the positive, life-enhancing value of human diversity in entertaining and effective presentations that children can understand and relate to. Presented in a magazine format of short varied episodes. Almost half of each program is dramatic in nature. The other half contains action serials, ethnic games, crafts, recipes, children's art and poetry, ethnic heroes and heroines, career development vignettes, folktales and stories, children's questions about race and much more.

- VEGETABLE SOUP (For inservice and adult programs). Length: Various. Produced by the New York State Education Department, 1975 (Color).

  - Approaches to Effective Learning Part I: Who Am I? (Time: 20 min.) This program offers the teacher a thorough preview of Vegetable Soup. Individual segments are related directly to classroom situations. The program, filmed on location throughout the State, can give teachers insights for achieving the effective goals of Vegetable Soup.

  - Approaches to Effective Learning Part II: Activities (Time: 16 min.) Classroom activities that can be used for Vegetable Soup followup are highlighted in this program. Ample opportunity is given to the viewer to observe students and teachers actually using Vegetable Soup in the school setting.

  - How Do You See Me? (Time: 30 min.) This program is specifically designed to acquaint the adult viewer with the goals and objectives of Vegetable Soup. It stars James Earl Jones, Pat Suzuki, Ricardo Montalban, Maria Tallchief, and Angel Cordero. Each performer talks about his childhood and growing up as a minority group person. The program has a high

entertainment value and can be used for community presentation.

- Desegregation: Positive Images (Time: 20 min.) Desegregated communities in New York State are examined in this documentary. Various desegregation problems and approaches to their solution are voiced by community residents. The possibilities of Vegetable Soup as a community resource in the desegregation process are clearly shown.

- Sports: Sticks and Stones (Time: 13 min.) This documentary is a case study of a racial incident that had disastrous results. An ill-tempered remark in a hockey game leads to the death of a student. The program dramatically depicts the lack of understanding that can exist between people with similar aspirations. Although a sporting event is the focus of the program, similar emotions can vent themselves in many situations. Vegetable Soup is related to the incident as a source for children in solving problem situations that they may face in the future.

- YIDDISH STORIES OF TWO WORLDS (For all levels). No. 6-3. Length: 30 min. Produced by WCBS/TV. Folk tales derived from the ghettos of Europe and the melting pot of America are contrasted in dramatic enactments and discussion. The old world is characterized by an adaptation of "Tevye's Daughters," by Sholom Aleichem. Yiddish literature in the new world is represented by an excerpt from "And With Such a Beard" by Uri Suhl. Frederick Ewen, author and teacher, discusses the dramas and other stories.

Student Values

- INSIDE/OUT (For elementary - 8-to 10-year-olds). Produced by the New York State Education Department in cooperation with National Instructional Television and Exxon Corporation, 1974 (Color). There are 29 programs. This series is designed to help children achieve and maintain well-being through an emphasis on communication skills, involvement of the learner and interaction with others.

- MAINTAINING STUDENT DISCIPLINE IN THE INTEGRATED SCHOOL (For teachers, administrators, and parents), 1975 (B/W). A series of four videotapes of a conference of Long Island school superintendents discussing the following topics:

  1. The cooperative faculty - student approach to the integrated school.

  2. Administrative practices in the integrated school.

  3. The multicultural curriculum in the integrated school.

  4. Conflict resolution in the integrated school.

MULTICULTURAL EDUCATION PUBLICATIONS

MULTICULTURAL EDUCATION PUBLICATIONS

Copies of the following publications are available from the designated division/bureau or units upon request of a school administrator

Key: Curriculum Guide - (CG)
Resource Material - (RM)
Handbook - (HB)
Regents Position Paper (RPP)
Report - (R)
Test - (T)

Art Education

The following publications were prepared by the Division of Humanities, Arts, and Libraries - Bureau of Art Education.

- BLACK ART AND AFRO-AMERICAN ART SOURCES FOR VISUAL MATERIALS (For grades K-12). 1970. A list of sources for visual materials on black art and Afro-American art. (RM)

- FIFTEEN UNDER FORTY (For grades K-12) 1970. A catalogue with photographs of artists and examples of works. Fifteen young black artists are featured. (RM)

Bilingual Education

- A BRIEF GUIDE TO BILINGUAL EDUCATION Prepared by the Center for Applied Linguistics, Arlington, Virginia, 1971. Consists of a series of questions and answers, description of program design, selection and training of teachers, community participation, research and resources. Copies are available from the Division of Language Skills - Bilingual Education Unit. (RM).

- ASPECTS OF A BILINGUAL CLASSROOM. Reproduced by the Division of Language Skills - Bilingual Education Unit, 1972. A reproduction of a talk given to the City College Advisory Service for Open Corridors by Vera John. Copies are available from the Bilingual Education Unit. (HB).

- BIBLIOGRAPHY OF SPANISH MATERIALS FOR CHILDREN (For grades K-6). Prepared by the California State Department of Education, 1971. The bibliography lists pictorial and printed books for students in kindergarten through grade 6. Copies are available from the Division of Language Skills - Bilingual Education Unit. (RM).

- BILINGUAL EDUCATION EVALUATION: SPANISH-ENGLISH. Prepared by the Division of Education Evaluation, 1975. A handbook for school district personnel designating resources for the selection and application of evaluation instruments to measure the results of Bilingual and English as a Second Language Programs. Copies are available from the Division of Education Evaluation and the Division of Language Skills - Bilingual Education Unit. (HB).

- DIAGNOSTIC MATHEMATICS TESTS (For grades 9-10). Prepared by the National Consortia for Bilingual

Education, Fort Worth, Texas. The manual consists of 44 items prepared to identify student mastery in mathematics at the ninth and tenth grades and may be used in some cases at the upper elementary and junior high school levels. Copies are available from the Division of Language Skills - Bilingual Education Unit. (T).

- EARLY CHILDHOOD PROGRAMS FOR NON-ENGLISH SPEAKING CHILDREN. Prepared by the ERIC Clearinghouse on Childhood Education, University of Illinois at Urbana. This publication contains definitions of terms used in bilingual education and their applications, a summary of research, discussion of practical guidelines for Head Start teachers, descriptions of existing models, and lists of recommended teacher-administrator handbooks related to bilingual preschool programs. Copies are available from the Division of Language Skills - Bilingual Education Unit. (RM).

- ENGLISH AS A SECOND LANGUAGE TESTS. (For adults). Prepared by the Division of Continuing Education - Bureau of Basic Continuing Education. A list of tests with name of test, company producing it, and a brief description and sample questions of each test. Copies are available from the Bureau of Basic Continuing Education and the Division of Language Skills - Bilingual Education Unit. (T).

- MATERIALS FOR INDOCHINESE MIGRANTS AND REFUGEES (For K-adult). Prepared by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. A series consisting of materials disseminated by the Center of Applied Linguists, the New York City Regional Cross-Cultural Training and Resource Center and the New York State Education Department Bilingual Education Unit. It has been compiled for the purpose of assisting those districts receiving Vietnamese students and in response to the urgent need created by the immigration of these refugees. Information is available from the Division of Language Skills - Bilingual Education Unit. (RM).

- POSITION PAPER NO. 16: BILINGUAL EDUCATION. Prepared by the Regents of the University of the State of New York, 1972. This position paper on Bilingual Education is a statement of policy and proposed action sanctioned by the Board of Regents. Copies are available in English and Spanish from the Division of Language Skills - Bilingual Education Unit. (RPP).

- PUERTO RICAN RESOURCE UNITS. Prepared by the Bureau of Migrant Education and the Bilingual Education Unit, 1975. Six units which provide a brief overview about the history of Puerto Rico with sources of information to further develop each unit. Copies are available from the Bilingual Education Unit and the Bureau of Migrant Education (CG).

- SPANISH-SPEAKING STUDENTS AND STANDARDIZED TESTS. 1972. Reproduced by the Division of Language Skills - Bilingual Education Unit with permission from the author, Perry Alan Zirkel. An article which reflects upon the growing controversy of the testing of Spanish-speaking children. Copies are available from the Division of Language Skills - Bilingual Education Unit. (RM).

- TESTS FOR SPANISH-SPEAKING CHILDREN (For pre-K to 3). Prepared by Head Start Collection, Educational Testing Service, 1971. An annotated bibliography of currently available instruments appropriate for use with Spanish-speaking children. Copies are available from the Division of Language Skills - Bilingual Education Unit. (T).

- TESTS IN SPANISH AND OTHER LANGUAGES, ESL AND NON-VERBAL TESTS FOR BILINGUAL PROGRAM (For pre-K to adult). Prepared by Project BEST, Hunter College, New York City, 1973. A listing of the instruments which are currently available for use in the assessment of bilingual programs. Copies are available from the Division of Language Skills - Bilingual Education Unit. (T).

- TESTS IN USE IN TITLE VII BILINGUAL PROJECTS (For grades K-12). Prepared by the National Consortia for Bilingual Education, Fort Worth, Texas. A list of tests in use as reported by evaluations of Title VII bilingual projects. Copies are available from the Division of Language Skills - Bilingual Education Unit. (RM).

The following publications were prepared by the Division of Language Skills - Bilingual Education Unit. Copies are available from the Bilingual Education Unit.

- HANDBOOKS FOR ENGLISH AS A SECOND LANGUAGE TEACHERS. It consists of five issues which include articles written by specialists and prominent educators in ESL institutions. (RM).

- INSTITUTIONS OF HIGHER EDUCATION - BILINGUAL EDUCATION AND ESL PROGRAMS. A catalogue type brochure describing programs and courses in Bilingual Education, English as a Second Language, and Puerto Rican studies programs at college levels. (RM).

The following publications were prepared and are available from the Bureau of Migrant Education and the Bilingual Education Unit.

- BILINGUAL RESOURCE LIBRARY (For Pre-K to 12). Provides information and lending materials to teachers of non-English and limited English speaking migrant children. (RM).

- MIGRANT BILINGUAL ANNOTATED BIBLIOGRAPHY (For Pre-K to 12), 1976. Contains information on resources for migrant bilingual students. (RM).

The following publications were prepared by the Division of Continuing Education - Bureau of Special Continuing Education. Copies are available from the Bureau of Special Continuing Education.

- A TAXONOMY OF INSTRUCTIONAL MATERIALS FOR THE SPANISH HIGH SCHOOL EQUIVALENCY INSTRUCTIONAL PROGRAMS (Primarily for teachers of high school Spanish equivalency classes), 1975. A list of currently available learning materials with specific references related to item analysis of Spanish diagnostic/achievement tests. (RM).

- GRAMMAR AND MATHEMATICS DIAGNOSTIC/ACHIEVEMENT INSTRUMENTS IN SPANISH (For high school youth and adult), 1975. Multiple-choice type of tests to determine student weaknesses in the areas of grammar and mathematics with regard to high school Spanish equivalency preparation courses (with accompanying item analysis and answer keys). (T).

- UN MODO - A GUIDE FOR SPANISH HIGH SCHOOL EQUIVALENCY INSTRUCTION PROGRAMS IN NEW YORK STATE (Revised), 1975. Designed for administrators, counselors, and teachers of Spanish high school equivalency in instructional programs. Contains an annotated bibliography with a generous overall design for program implementation. (RM).

Intergroup Relations

- AN OVERVIEW OF SUGGESTED PROCEDURES FOR IMPROVING METHODS OF TEXTBOOK SELECTION (For grades K-12). Prepared by the Division for Curriculum Services-Bureau of General Education Curriculum Development, 1966. A useful publication which includes criteria for selecting texts on the basis of their treatment of sensitive areas. Copies are available from the Publications Distribution Unit. (RM).

- A SELECTED BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS ON ETHNIC BIAS. Prepared by the Association for Supervision and Curriculum Development, 1972. An extensive listing of materials dealing with ethnic bias. Copies are available from the Division of Intercultural Relations in Education - Bureau of Educational Integration. (RM).

- HUMAN RELATIONS EDUCATION - A GUIDE TO LEARNING ACTIVITIES (For grades K-12). Prepared by Human Relations Project of Western New York - A Cooperative Regional Project Funded Under ESEA Title III, 1969. Reprinted by the Division for Curriculum Services - Bureau of General Education Curriculum Development. Provides meaningful insights to the complex patterns and opportunities of interaction in a multicultural, multiethnic, pluralistic society. Helps teachers and children develop meaningful concepts and understandings relevant to social and personal growth. Copies are available from Publications Distribution Unit. (RM).

- RACISM IN AMERICA (Adult level). Prepared by the United States Commission on Civil Rights, Washington, D. C. 20425, 1970. The central problem on which this publication focuses is racism. A major objective is to promote discussion and understanding of the manifestations and costs of racism. Copies are available for inservice educators from the Division of Intercultural Relations in Education - Bureau of Educational Integration. (RM).

- SOURCES OF AUDIO-VISUAL AIDS. Prepared by a committee of teacher consultants as a part of a media evaluation project conducted at the Board of Cooperative Educational Services #1, Westchester, located at 845 Fox Meadow Road, Yorktown Heights, New York 19598, 1970. A listing of companies producing audio-visual aids for black studies programs. (RM). Copies are available from the Division of Intercultural Relations - Bureau of Educational Integration.

- THE 'RIGHTNESS OF WHITENESS' (Adult level). Prepared by Michigan-Ohio Regional Educational Laboratory, 3750 Woodward Avenue, Detroit, Michigan 48201, 1970. Reprinted by the Division of Intercultural Relations in Education. A discussion of the world of the white child in a segregated society. Copies are available, for inservice education, from the Division of Intercultural Relations in Education - Bureau of Educational Integration. (RM).

The following publications were prepared by the Division of Intercultural Relations in Education - Bureau of Educational Integration. Copies are available from the Bureau of Educational Integration.

- INTERCULTURAL EDUCATION: CURRICULUM GUIDES. A listing of school districts in New York State that have developed multicultural materials and which are willing to share them. (RM).

- INTERGROUP RELATIONS (For grades K-3), 1968. A resource handbook for elementary school teachers. (RM).

- INTERGROUP RELATIONS (For grades 4,5,6), 1968. A resource handbook for elementary school teachers.

Literature

- A SELECTED BIBLIOGRAPHY OF AMERICAN ETHNIC WRITING (For grades K-12). Prepared by Nancy S. Prichard, National Council of Teachers of English, 1969. An extensive and inclusive listing of multiethnic writings. Copies are available from the Bureau of Educational Integration. (RM).

- THE BLACK EXPERIENCE IN LITERATURE (For grades 7-12). Prepared by the Division of Language Skills - Bureau of English Education, 1971. Annotations of recent publications in literature. Copies are available from the Publications Distribution Unit. (RM).

Music, Dance, Drama

- AN INVITATION TO THE DANCE (For grades K-12). Prepared by the Division for Curriculum Services-Bureau of General Education Curriculum Development in cooperation with the Division of Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit. 1968. A curriculum guide for the infusion of dance and related arts into the ongoing educational program. Suggests activities geared to multiethnic interests and stressing multiethnic contributions. Copies are available from the Publications Distribution Unit. (CG).

- PERFORMING ARTS EDUCATION (For grades 9-12). Prepared by the Division for Curriculum Services-Bureau of General Education Curriculum Development in cooperation with the Division of Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit, 1968. A curriculum guide for the infusion of opera and repertoire theatre into the ongoing high school program. Includes suggestions for the use of Rossini's "The Barber of Seville," selections from Shakespeare's "The Taming of the Shrew," Shaw's "Caesar and Cleopatra," Thurber's "The Unicorn in the Garden," and Ionesco's "The Bald Soprano," in Art, English, French, Italian, Latin, music, and social studies classes. Copies are available from the Publications Distribution Unit. (CG).

The following publications were prepared by the Division for Curriculum Services - Bureau of General Education Curriculum Development in cooperation with the Division of Humanities, Arts and Libraries - Bureau of Music Education. Copies are available from the Publications Distribution Unit.

- MUSIC K-6, 1974. A handbook for teachers of elementary general music which emphasizes the importance of musical contributions from multi-cultural origins. (CG) (RM).

- WORDS, SOUNDS, AND PICTURES ABOUT MUSIC (For grades K-6), 1969. A multimedia resource listing for teachers relating to the music of the various worldwide cultures. (CG) (RM).

The following publications were prepared by the Division for Curriculum Services - Bureau of General Education Curriculum Development in cooperation with the Division of Humanities, Arts and Libraries - Bureau of Music Education. Copies are available from the Publications Distribution Unit.

- A TEACHER'S GUIDE TO FOLKSINGING (For grades 9-12), 1972. A curriculum guide for a mini-elective in folksinging, with primary emphasis on ethnic songs

and the various social, political, economic, religious, and psychological aspects they reflect about the human condition. (CG).

- COMPREHENSIVE FOUNDATIONS OF MUSIC (For grades 9-12), 1971. A curriculum guide for a one-year elective course in high school music which includes the study of representative works from a variety of Western cultures: American, Argentinian, Austrian, Bohemian, Brazilian, Czechoslovakian, Danish, English, Finnish, French, German, Hungarian, Italian, Mexican, Norwegian, Polish, Russian, and Spanish. (CG).

- MUSIC IN MODERN AMERICAN SOCIETY (For grades 7-12), 1971. A curriculum guide for a secondary school elective in contemporary music, with a focus on the influence and contributions of Afro-American and other cultures. (CG).

- TEACHING GENERAL MUSIC (For grades 7-8), 1966. A resource handbook with units of study on American folk music (including the folk music of American Negroes); music from other cultures, Latin American, Oriental, and Equatorial African; and music from various periods in the history of the Western world. (RM).

- WORDS, SOUNDS, AND PICTURES ABOUT MUSIC (For grades 7-12), 1972. A multimedia resource listing which includes references to music in the Western world (Europe and Americas) and the non-Western world (Africa, the near East, South and Southeast Asia, and the Orient). (CG).

The following publications were prepared by the Division of Humanities, Arts and Libraries - Bureau of Music Education. Copies are available from the Publications Distribution Unit.

- *A HISTORY OF THE AFRO-AMERICAN* THROUGH HIS SONGS (For grades K-12), 1969. A published report of a workshop demonstrating techniques for teaching Afro-American folk music to develop an appreciation for these musical and cultural contributions and to demonstrate their historical and cultural qualities. (R).

- NON-WESTERN MUSIC AND DANCE (For grades K-12), 1970. A published report of the conference on non-Western music and dance in which consultant-artists demonstrated the impact of these art forms on American culture and discussed ways in which they might be incorporated into the ongoing educational program. (R).

Social Studies Education

- ANNOTATIONS ON SELECTED ASPECTS OF THE CULTURE OF PUERTO RICO AND ITS PEOPLE (For grades K-12). Prepared by the Division of Intercultural Relations in Education - Bureau of Educational Integration, 1972. Provides considerable information regarding various aspects of Puerto Rican life. Copies are available from the Bureau of Educational Integration. (RM).

- FACTS ABOUT PUERTO RICO (For grades 4-12). Prepared by the Division of Language Skills - Bilingual Education Unit, 1972. An 8-page summary of the history and culture of Puerto Rico. Copies are available from the Bilingual Education Unit. (RM).

- THE DOMINICAN REPUBLIC: SELECTED NOTES (For grades 4-12). Prepared by the Board of Education, City of New York, District 23. A brief sketch of the location, population, climate, geography, government and other relevant facts about the Dominican Republic. Copies are available from

the Division of Language Skills - Bilingual Education Unit. (RM).

- FORUM ON THE HUMANITIES. Prepared by the Division of Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit, 1969. Educators present views on education of the whole child in relation to meeting cultural and personal human needs. Copies are available from the Publications Distribution Unit. (RM).

- NATIVE AMERICAN EDUCATION: POSITION PAPER NO. 22. (For adult). A statement of policy and proposed action by the Regents of The University of the State of New York. Copies are available from the Native American Education Unit. (RPP).

- TEACHING A PRE-COLUMBIAN CULTURE: THE IROQUOIS (For grade 7). Prepared by the Division for Curriculum Services - Bureau of General Education Curriculum Development in cooperation with the Division of General Education - Bureau of Social Studies Education, 1966. An anthropological approach to the study of a culture using the Iroquois of c. 1600 as data base. The publication does not attempt to give a picture of the native American today. Copies are available from the Publications Distribution Unit. (CG).

- TEACHING SPANISH ON LEVEL ONE (For grade 9). Prepared by the Division for Curriculum Services-Bureau of General Education Curriculum Development in cooperation with the Division of Language Skills-Bureau of Foreign Languages Education, 1966. Contains resources and methodologies for developing Spanish and English language skills, listening, reading, speaking, and writing. Copies are available from the Publications Distribution Unit. (CG).

- THE BLACK MINORITY IN EARLY NEW YORK (For adult). Prepared by the Office of State History, authored by David Kobrin, 1971, reprinted 1975. Written primarily for a general adult readership, this is a narrative and interpretive survey of the slave and free black population from 1626 until the end of the American Revolution. Among topics covered are the slave uprisings, legal changes, and national and racial attitudes. Copies are available from the Publications Distribution Unit. (RM).

- VIETNAMESE REFUGEE ALERT BULLETINS (Adult education). Prepared by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA. A series of bulletins concerning Vietnamese culture, statistics, and general education. Also included is information regarding English as a second language. Copies are available from the Division of Continuing Education - Bureau of Special Continuing Education and the Bilingual Education Unit. (RM).

The following publications were prepared by the Division for Curriculum Services - Bureau of General Education Curriculum Development. Copies are available from the Publications Distribution Unit.

- CONSUMER EDUCATION LESSON PLANS: SPANISH (Adult education), 1970. Teacher lesson plans with background information containing step-by-step approaches to lessons in social living skills. (CG).

- HEALTH AND NUTRITION LESSON PLANS: SPANISH (Adult education), 1970. Teacher lesson plans which emphasize social living skills and containing information with step-by-step approach to the lesson (CG).

- PRACTICAL GOVERNMENT LESSON PLANS: SPANISH (Adult education), 1970. Teacher lesson plan emphasizing social living skills and containing information with a step-by-step approach to the lesson. (CG).

- LANGUAGE EXPERIENCES FOR YOUR PRESCHOOLER: PART I (Adult education). Teacher's manual in Spanish with at home activities for adult general education. (CG).

The following publications were prepared by the Division for Curriculum Services - Bureau of General Education Curriculum Development in cooperation with the Division of General Education - Bureau of Social Studies Education. Copies are available from the Publications Distribution Unit.

- SOCIAL STUDIES (For grades K-3), 1969. An elementary school curriculum guide which emphasizes the study of family life in other lands. The suggested program for the second grade in particular points up the fact that American communities are composed of many and varied ethnic and racial groups, and stresses the concept of equality. (CG).

- SOCIAL STUDIES: A RECOMMENDED PROGRAM (For grades 4-6), 1969. An upper elementary school curriculum guide. The content suggested for the fourth grade program emphasizes the contributions of ethnic and racial groups, particularly the Afro-American, to the growth of the United States. The content suggested for the fifth grade includes a major unit on the immigration of many and varied racial and ethnic groups, and explores the concepts of discrimination. (CG).

The following publications were prepared by the Division for Curriculum Services - Bureau of General Education Curriculum Development in cooperation with the Division of General Education - Bureau of Social Studies Education. Copies are available from the Publications Distribution Unit.

- AMERICAN CIVILIZATION IN HISTORIC PERSPECTIVE: PART I (For grade 11). 1970. Contains a case study of the Japanese Americans in World War II. (CG).

- AMERICAN CIVILIZATION IN HISTORIC PERSPECTIVE: PART II (For grade 11). 1972. Contains case studies with regard to the education of the Native Americans in the Southwest and of immigrant children in the late 19th and early 20th century. (CG).

- SOCIAL STUDIES SYLLABUS (For grades 7-8), GRADE 7: OUR CULTURAL HERITAGE. GRADE 8: UNITED STATES HISTORY. 1965. A course of study which examines life in different cultures within the American scene generally, and the area of New York State specifically. A chronological history of cultural change within these settings is developed. Includes understandings concerning the immigration of various ethnic groups and the civil rights struggle of blacks. (CG).

- SOCIAL STUDIES SYLLABUS: AMERICAN HISTORY (For grade 11). 1967. A topical examination of the United States today and in historical perspective which permits a detailed study of the multiethnic nature of our population, not only in descriptive terms, but also with respect to the social economic, and political problems of minorities. The civil rights movement is developed in detail, as are the various aspects of immigration and in-migration. Contributions of blacks and other ethnic groups to science and technology, art, and intellectual expression are included. (CG).

- SOCIAL STUDIES SYLLABUS: ADVANCED GOVERNMENT (For grade 12), 1967. The central theme of this course of study is an analysis of the decisionmaking process. The role of minority groups and of organizations such as the Anti-Defamation League and the American Civil Liberties Union in the decisionmaking process is included. The final topic, which examines the reevaluation of political decisions, uses the desegregation struggle in the period between the 1890's and the 1950's as a case study. (CG).

- TEACHING THE AGE OF HOMESPUN (For grade 7). 1965. Although the major focus of the guide is an analysis of life in an agricultural community in the early 19th century, the material includes data concerning the social, political, and economic position of black people under these circumstances. (CG).

- TEACHING THE AGE OF THE CITY: THE GILDED AGE AND AFTER (For grade 7). 1968. A set of case studies of black and white ethnic groups in New York City during the late 19th century. Can be useful for helping students to become aware of the error of stereotyping. (CG).

- UNITED STATES HISTORY: THE BLACK PERSPECTIVE (For grade 8). 1970. Contains primary source materials and strategies for developing topics deemed important by black teachers and students in developing courses of study in United States history. (CG).

The following publications were prepared by the Division of Intercultural Relations in Education - Bureau of Educational Integration. Copies are available from the Bureau of Educational Integration.

- THE MINORITY NOBODY KNOWS (For grade 12), 1971. Nine articles on Mexican-Americans. (RM).

- THE WHAT AND HOW OF TEACHING AFRO-AMERICAN CULTURE AND HISTORY IN THE ELEMENTARY SCHOOLS (For grades K-12), 1972. A valuable source of teaching suggestions and materials in many subject areas. (RM).

The following publications were prepared by the Native American Education Unit. Copies are available from the Native American Education Unit.

- A SELECTED BIBLIOGRAPHY (For grades 10-12). Lists general references for the following areas: Native American Education, the Iroquois, and general information pertaining to native Americans. (RM).

- HISTORY OF INDIAN EDUCATION IN NEW YORK STATE. (For grades 10-12). Covers the period from 1846 to 1969. (RM).

The following publications were prepared by the New York State Museum. Copies are available from the New York State Museum.

- CIVIL, RELIGIOUS AND MORNING COUNCILS AND CEREMONIES OF ADOPTION (For grades K-12). A report of a 1907 work describing the then contemporary Iroquois religious culture ($1.00 per copy). (R).

- INDIAN HISTORY OF NEW YORK STATE: PART I - PRE IROQUOIAN CULTURES (For grades K-12). An archeological history of aboriginal occupation in New York. (25¢ per copy). (RM)

- INDIAN HISTORY OF NEW YORK STATE: PART III - THE ALGONKIAN TRIBES (For grades K-12). A cultural description of the Algonkian Indians of the Hudson Valley and Long Island. (25¢ per copy). (RM).

- IROQUOIS CULTURE (For grades K-12). A brief summary of Iroquois culture in New York. (25¢ per copy). (RM).

- MYTHS AND LEGENDS OF THE NEW YORK STATE IROQUOIS (For grades K-12). A reprint of a 1908 work describing Iroquois myths and legends. ($1.50 per copy). (RM).

Teacher Education

- TEACHER CORPS CONFERENCE - 1974: A SHARING OF EXPERIENCES. Prepared by the Division of Teacher Education and Certification, 1975. A collection of papers presented at the conference, including articles on multicultural education. Copies are available from the Division of Teacher Education and Certification. (RM).

MULTICULTURAL EDUCATION PROGRAMS

MULTICULTURAL EDUCATION PROGRAMS

For additional information, regarding the following programs, school administrators should make requests to the designated division/bureau.

Social Studies Education

- ETHNIC STUDIES PROGRAM: ITALO-AMERICAN CURRICULUM STUDIES (For grades K-12). This project establishes an ethnic studies model based on the experiences of the Italo-American in this century. Three existing communities have been selected for this study: (1) the community known as Carroll Gardens in Brooklyn, with emphasis on the section of that community whose residents have roots in the town of Pozzallo in Sicily, Italy; (2) the community of Pozzallo itself; and (3) the community of Guigliano near Naples. There is a series of curriculum modules, with media components, which may be utilized as part of an ongoing social studies program. These modules serve not only as the basis for the study of the particular group on which they focus, but also demonstrate a process that can lead to meaningful study of any ethnic group. Materials available upon request from the Division of General Education - Bureau of Social Studies Education.

- ST. REGIS/AKWESASNE RIGHT TO READ PROGRAM - NEW YORK STATE (For adult education). This program reflects the sharing of ideas for technical assistance purposes. Within the Right to Read Program is found a wealth of information regarding native American culture. Information is available from the Division of Continuing Education - Bureau of Special Continuing Education.

Testing Programs

- REGENTS EXAMINATION IN NINTH YEAR MATHEMATICS - SPANISH LANGUAGE EDITION. Provided by the Division of Educational Testing - Bureau of Elementary and Secondary Educational Testing.

- THE NEW YORK STATE HIGH SCHOOL EQUIVALENCY TESTING PROGRAM - SPANISH LANGUAGE EQUIVALENCY EXAMINATION. The New York State High School Equivalency Diploma is issued by the State Education Department on the basis of either 24 earned college credits or by obtaining satisfactory scores on the Spanish or English Language Tests of General Educational Development of the American Council on Education. The Spanish examinations are offered at all regular upstate and Long Island high school equivalency testing centers and at special test centers in New York City. Provided by the Division of Educational Testing - Bureau of Higher and Professional Educational Testing.

The following testing programs are provided by the Division of Educational Testing - Bureau of Pupil Testing and Advisory Services.

- MATHEMATICS TEST FOR NEW YORK STATE ELEMENTARY SCHOOLS BEGINNING GRADES 3 AND 6 - SPANISH LANGUAGE EDITIONS.

- NEW YORK STATE TEST IN MATHEMATICS BEGINNING GRADE 9 - SPANISH LANGUAGE EDITION.

MULTICULTURAL EDUCATION SERVICES

MULTICULTURAL EDUCATION SERVICES

For additional information, regarding the following services, school administrators should make requests to the designated division/bureau.

ADVISORY AND CONSULTATIVE SERVICES

Bilingual Education

The following services are provided by the Division of Language Skills - Bilingual Education Unit.

- FIELD SERVICES - BILINGUAL EDUCATION (For grades K-12 and continuing education). Advisory and consultative services to school districts sponsoring conferences and workshops pertaining to the bilingual education and English As a Second Language areas.

- LECTURERS - BILINGUAL EDUCATION (For grades K-12 and continuing education). Lecturing services for colleges, school districts, and community groups. Topics include: Policies and Trends in Bilingual Education, Puerto Rican Culture, Program Funding, State and Federal Legislation, Structure and Proposal Development, and related topics relative to the education of students with limited English speaking ability.

- TECHNICAL ASSISTANCE to school districts in the preparation, adoption, and implementation of plans or programs for the desegregation of public schools with respect to non-English dominant minority group students.

The following services are provided by the Division of Occupational Education Instruction - Bureau of Business Education.

- EVALUATION OF BILINGUAL BUSINESS EDUCATION COURSES (For grades 9-12). Evaluation and approval of locally developed courses directed toward bilingual students' needs in business education.

- BILINGUAL PROGRAMS IN SHORTHAND AND TYPING (For grades 9-12). Assistance in the development of bilingual programs for shorthand, typewriting, and other office education programs.

Intergroup Relations

- MATERIAL ACQUISITION AND PROGRAM DEVELOPMENT PROJECT FOR MEXICAN-AMERICAN AND PUERTO RICAN MIGRANT STUDENTS (For pre-school through 12 and young adults). Assistance in the development of programs that include the history and culture of Mexican-American and Puerto Rican migrant children. Cooperatively provided by the Bureau of Migrant Education and the Bilingual Education Unit.

- MULTICULTURAL CURRICULUM MATERIALS (For grades K-12). Assistance is provided to school districts regarding the acquisition of multicultural curriculum materials. Provided by the Division of Intercultural Relations in Education - Bureau of Educational Integration.

The following services are provided by the Division of Language Skills - Bureau of Foreign Language Education.

- CONTRIBUTIONS OF VARIOUS ETHNIC GROUPS (For grades K-12). Consultative services for the development of curriculums which incorporate an understanding of the contributions of various ethnic groups to American life and history.

- FOREIGN LANGUAGE EDUCATION PROGRAMS (For grades K-12). Advisory and consultative services for the development of local foreign language education programs designed to stimulate a change in social attitudes by:

  - Developing the student's potential for responsible and productive citizenship through understanding different life styles of various ethnic groups.

  - Improving school and community relations.

  - Promoting school and community responsiveness and involvement in the needs and interests of various ethnic groups.

- MULTIETHNIC EDUCATION (For grades K-12). Assistance in meeting the special needs concerning multiethnic education in individual school districts.

Health Services

- HEALTH OCCUPATIONS EDUCATIONAL PROGRAMMING (For grades 10-12 and postsecondary). Advisory and consultative services for health occupations educational programming at the local level including:

  - Development of bilingual courses.

  - Recruitment of minority population groups.

  - Exploration with local employers of employment needs for competent workers, including those from minority groups.

  - Selection of instructional resource materials appropriate for use in health occupation education programs with students of various abilities and backgrounds.

Provided by the Division of Occupational Education Instruction - Bureau of Health Occupations Education.

Higher Education

- HIGHER EDUCATION OPPORTUNITY PROGRAMS (Postsecondary level). Advisory, consultative, and evaluative services for program development relative to postsecondary institutions implementing or planning to implement Higher Education Opportunity Programs. Provided by the Bureau of Higher Education Opportunity Programs.

Music, Dance, Drama

- MULTICULTURAL PERFORMING ARTS PROGRAMS (For grades K-12). Advisory and consultative services for teachers, supervisors, administrators, and local boards of education to assist in the planning, development, and operation of multcultural performing arts education programs involving theatre, dance, drama, music, film, and television. Provided by the Division of the Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit.

The following services are provided by the Division of Humanities, Arts and Libraries - Bureau of Music Education.

- MUSIC, DANCE, DRAMA CONSULTANTS (For grades K-12 and continuing education). Advisory and consultative services for contacting music, dance, and drama consultants in the area of multicultural education.

- MUSICAL CONTRIBUTIONS OF MULTICULTURAL GROUPS (For grades K-12 and continuing education). Advisory and consultative services for the development of curriculum which incorporate an understanding of the music contributions of multicultural groups to American life and history.

- NON-WESTERN MUSIC AND DANCE (For grades K-12 and continuing education). The identification of consultant-artists, in areas such as Indian music and dance, Afro-American music and dance, and American Indian music and dance, to demonstrate the impact of these art forms on American culture. Also methods are presented for incorporating these forms into the ongoing educational programs.

- REGIONAL MUSIC WORKSHOPS (For grades 5-9). Regional workshops on teaching middle and junior high school general music classes, with emphasis on music for multicultural origins.

Program Development and Evaluation

- CURRICULUM DEVELOPMENT/EVALUATION (For grades 7-12). Advisory and consultative service for the production, adaptation, implementation, and/or evaluation of curriculum programs and materials. Includes suggestions for adapting current programs to the special needs of a multicultural student body. Provided by the Division for Curriculum Services - Bureau of General Education Curriculum Development.

- PROGRAM EVALUATION: SOCIAL STUDIES (For grades K-12). Dependent upon availability of travel funds. The evaluation of social studies programs are conducted upon the request of the school district. One element in this evaluation is the determination of the extent to which social studies instruction and materials reflect the racial, ethnic, and cultural diversity of the United States and the World. Provided by the Division of General Education - Bureau of Social Studies Education.

- REVIEW OF MULTICULTURAL PROGRAMS (For grades 7-12). Review of locally developed courses of study in multicultural education. Provided by the Division for Curriculum Services - Bureau of General Education Curriculum Development.

Social Studies Education

- EARLY NATIVE AMERICANS (For grades K-12 and adults). Advisory and consultative services for providing a centralized source relevant to the identification of specimens or objects, and which include information and advice on scientific problems pertaining to Early Native American research. Provided by the New York State Science Service.

- IROQUOIS INDIANS (For grades K-12). A referral service for resource personnel to school districts relevant to the Iroquois. Provided by the Native American Education Unit.

School-Community Services

- SCHOOL-COMMUNITY PROBLEMS. Assistance in dealing with school-community problems relating to multicultural education in the area of foreign languages. Provided by the Division of Language Skills - Bureau of Foreign Language Education.

- THE COMMUNITY AND ITS CULTURAL DIFFERENCES (For grades K-12 and adults). Advisory and consultative services for the development of curriculums which incorporate an understanding of the community and its cultural differences. Provided by the Division of Occupational Education Instruction - Bureau of Home Economics Education.

Staff Development

- INSERVICE WORKSHOPS AND DEMONSTRATIONS (For grades K-12). Inservice workshops and demonstrations to assist teachers, supervisors, and administrators in integrating the arts into the general school programs which reflect community cultural backgrounds. Provided by the Division of the Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit.

- INTEGRATED ARTS (For grades K-12 and adults). Workshops for providing experiences in the integrated arts, and for developing understanding of the creative process in relation to perception, cognition, and personality. The integrated arts can be fused into all curriculum areas and can be applied in conjunction with local ethnic cultural concerns. Provided by the Division of Humanities, Arts and Libraries - Project SEARCH Office.

- MULTICULTURAL LITERATURE (For grades K-12). A workshop in multicultural literature oriented to national cultural heritages throughout the world. Provided by the Division of Language Skills - Bureau of English Education.

- RESOURCE FILE OF CONSULTANTS (For grades K-12). A resource file of consultants available to local districts in various areas including bilingual education, black studies, urban education, and the use of paraprofessionals. Provided by the Division of Teacher Education and Certification - Bureau of Inservice Education.

- STAFF TRAINING IN FOREIGN LANGUAGE (For grades K-12). Advisory, consultative and evaluative assistance for preservice and inservice programs for teachers of foreign language education. Provided by the Division of Language Skills - Bureau of Foreign Languages Education.

The following services are provided by the Division of Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit.

- HUMANITIES EDUCATION (For grades K-12 and Adults). Workshops for administrators, teachers, students, and the community provide direct experiences in a process approach to learning. This includes the use of reasoning skills, affective involvement of the learner, interdisciplinary learning, and the valuing process in a format adapted to multicultural education.

- VALUES EDUCATION (For grades 4-12 and adults). Workshops for administrators, teachers, students, and the community provide participatory experiences in a six-step process dealing with decision making, choices, and ethical and aesthetic concerns adapted to local cultural patterns and values.

The following services are provided by the Division of Intercultural Relations in Education - Bureau of Educational Integration.

- HUMAN RELATIONS TRAINING (For grades K-12). Advisory, consultative, and evaluative assistance in human relations training for teachers and other educational staff members.

- STAFF DEVELOPMENT (For grades K-12). Advisory, consultative, and evaluative assistance in staff development with reference to:

  - Multicultural curriculum development.
  - School-community relations.
  - The administration of programs to facilitate integration, such as those funded under the Emergency School Aid Act (ESAA).

Student Values

- ETHNIC OR RACIAL CONFLICT. Personnel are available to offer assistance to school districts experiencing ethnic or racial conflict. These personnel work with school administrators, teachers and community people. Provided by the Division of Intercultural Relations in Education - Bureau of Educational Integration.

FUNDING AND SUPPORTIVE SERVICES

Federally Funded Programs

- TECHNICAL ASSISTANCE FOR THE EMERGENCY SCHOOL AID ACT (ESAA) (For grades K-12). Technical assistance is available to school districts in the preparation of ESAA proposals for funding of projects relating to the development of educational programs in the areas of:

  - Desegregation
  - Integration
  - Human Relations
  - Multicultural Curriculum
  - Crisis Prevention and Resolution

  Provided by the Division of Intercultural Relations in Education - Bureau of Educational Integration.

- TITLE I AND IV B (For grades K-12). Advisory and supportive services for locally developed projects that are funded under Title I and IV B of the Elementary and Secondary Education Act and Vocational Education Act. Provided by the Division of Pupil Personnel Services - Bureau of Guidance.

- TITLE IV, THE INDIAN EDUCATION ACT (For grades K-12 and adults). Under Title IV, the Indian Education Act of 1972, Parts A and B, provision is made for assistance as requested to participating schools and tribal groups. Provided by the Native American Education Unit.

The following programs are provided through the Division of Language Skills - Bilingual Education Unit.

- TITLE I, ESEA (For grades K-12). Advisory and consultative services to Title I projects conducting English As a Second Language and bilingual education programs. Evaluation and monitoring services are performed in accordance with schedules set forth by the Office of Compensatory Education.

- TITLE IV, FCRA (For grades K-12). Technical assistance to school districts in the preparation, adoption, and implementation of plans or programs for the desegregation of public schools with

respect to non-English dominant minority group students.

- TITLE VII, ESEA (For grades K-12 and continuing education). Coordination of the federally funded programs under Title VII, ESEA, the Bilingual Education Act.

The following programs are administered through the Division of Humanities, Arts and Libraries - Bureau of School Libraries.

- ESEA II/NDEA III (For grades K-12). Provision of funding for school library resources, equipment, and minor remodeling for programs that meet the needs of elementary and/or secondary school pupils. High priority is given to reading, mathematics, and bilingual programs.

- ESEA IV, PART B (For grades K-12). The administration of funding to provide school library resources, textbooks, and instructional equipment for academic subjects. This funding also provides for minor remodeling of laboratory or other space used for such equipment. Program priority is based on the needs of the local school district.

State Funded Programs

- CHAPTER 241. Assistance in planning, implementing, and evaluating locally administered programs for pupils with special educational needs, such as the following which are funded under Chapter 241 of the Laws of 1974:

  - A reading program which utilizes reading material centered around the ethnic heritage of black and Puerto Rican students (For grades K-12).

  - A bilingual education program in which reading and mathematics are taught in Spanish (For grades 3-9).

  - A bilingual education program, in a non-graded primary class, where all curriculum areas are taught in two language combinations, English and Spanish or Italian (For grades K-3).

  Provided by the Division of Urban Education; Evaluation services provided by the Bureau of Urban and Community Program Evaluation.

- CHAPTER 720 (For grades K-12 and continuing education). Administration of State bilingual programs funded under Chapter 720 of the Laws of New York State. Guidelines and regulations are sent to school districts seeking support under this source. Workshops and conferences are also conducted for the purpose of assisting school districts in the preparation of project proposals. Provided by the Division of Language Skills - Bilingual Education Unit.

Supplemental Services

- GUIDANCE FOR BILINGUAL PUPILS (For grades K-12). Consultative and evaluative assistance for State and federally funded programs involving guidance for bilingual pupils. Provided by the Division of Pupil Personnel Services - Bureau of Guidance.

- LIBRARY MEDIA SUPPORT (For grades K-12). Assistance in planning library media support designs in multi-cultural areas, including projects planned for implementation with federal funding. Provided by the Division of Humanities, Arts and Libraries - Bureau of School Libraries.

- PROFESSIONALS TEACH THE PERFORMING ARTS PROGRAM (For grades K-12). Partial funding support to enable schools to bring professional performing artists, from varied cultures and backgrounds, to the schools for performances, demonstrations, workshops, residencies. Provided by the Division of Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit.

- REVIEW OF BILINGUAL PROJECT DESIGNS (For grades K-12). Available upon request for bilingual/bicultural district projects funded under Chapter 720. Provided by the Division of Education Evaluation.

The following services are provided by the Native American Education Unit.

- COORDINATING SERVICES FOR POSTSECONDARY INSTITUTIONS (For adults). Under the provisions of McKinney's Education Law, Section 4118, coordinating services to postsecondary institutions, enrolling native American students.

- COORDINATING SERVICES FOR STATE AND FEDERAL PROGRAMS (For grades K-12 and adults). Coordinating services for both State and Federal programs serving the educational needs of Native Americans; i.e.:

  . Johnson-O'Malley Funding
  . Native American Special Services Program.

- COORDINATING SERVICES TO SCHOOL DISTRICTS AND TRIBAL GROUPS (For grades K-12). Under contractual agreements between the State of New York and selected school districts, coordinating services are provided to both participating school districts and tribal groups.

RESEARCH SERVICES

Bilingual Education

- ENGLISH AS A SECOND LANGUAGE AND BILINGUAL EDUCATION PROGRAMS (For pre-school through grade 12 and young adults). Assistance in the research, development, and evaluation of English as a Second Language and bilingual education programs for non-English and limited English-speaking children in migrant education programs throughout the State. Cooperatively provided by the Bureau of Migrant Education and Bilingual Education Unit.

- NEEDS ASSESSMENT INVENTORY FOR PERFORMING ARTS EDUCATION. An instrument to provide data on the goals, planning, operation and evaluation of performing arts education programs in the schools. This survey instrument will indicate the involvement of artists from diverse cultures in performing arts programs in school districts. Available from the Division of Humanities, Arts and Libraries - Humanities and Performing Arts Education Unit.

- INVENTORY OF BILINGUAL EDUCATIONAL NEEDS. An inventory of selected school districts in need of bilingual education or English as a Second Language instruction on a statewide basis. This information, which outlines communities and counties where non-English-speaking students attend schools,

can be used by educational institutions as well as those agencies concerned with the mobility trends of children for whom English is not their primary communicable language. Available from the Division of Language Skills - Bilingual Education Unit.

Computer Services

- EDUCATIONAL PROGRAMS AND STUDIES INFORMATION SERVICE (EPSIS). Provides educators with information about multicultural textbooks, programs, and instructional resources including audio-visual materials. The service also provides educators with access to national information sources which can be of value for multicultural curriculum program development. Services are provided through regional contact personnel. Those desiring access can call the EPSIS Unit directly (518: 474-3759), or write to Room 330, New York State Education Department, Albany, New York 12234.

Library Services

- CURRICULUM LABORATORY. The Curriculum Laboratory is a specialized section of the New York State Library containing a circulating collection of curriculum guides and courses of study in all grade levels and all subject areas, including multicultural programs. These guides are obtained from schools throughout the country. Requests from school systems may be referred to the New York State Library via a Board of Cooperative Educational Services Center (BOCES) or a public library. Commercially produced textbooks, audio-visual materials, and multimedia kits in multicultural areas are also available for on-site examination in the Curriculum Laboratory. These instructional materials, provided for display through the courtesy of the publishers, are representative of what is currently available for classroom purchase. Subject guides, bibliographies, and indexes in the various curriculum subjects are also located in the Curriculum Laboratory to assist educators in the selection and acquisition of resources for their schools.

- IDENTIFICATION OF EXEMPLARY LIBRARY MEDIA (For grades K-12). The identification of sites in the State where exemplary library media support programs are provided to multicultural student populations. Provided by the Division of Humanities, Arts and Libraries - Bureau of School Libraries.

- THE NEW YORK STATE LIBRARY. A statewide informational resource including books, journals, and pamphlets. Blacks, Puerto Ricans, native Americans, Mexican-Americans, and immigrants of Europe, the British Isles, and Asia are some of the cultural groups encompassed in the State Library's collection. Examples of information available are histories, social life, customs, biographies of prominent people, and bilingual phrase books and dictionaries. Of further interest to educators is the Education Library's professional collection of books, most of the journals indexed in the Education Index, publications of professional organizations, and ERIC (Educational Resources Information Center) documents on microfiche. Requests from schools may be referred to the New York State Library via a Board of Cooperative Educational Services Center (BOCES) or a public library.

Student Values

- STUDENT DISCIPLINE IN DESEGREGATED SITUATIONS (For grades K-12). Research information and

references to school districts relevant to student discipline in desegregated situations. Provided by the Division of Intercultural Relations in Education - Bureau of Educational Integration.

Bilingual Education Unit (p. 12) (p. 13) (p. 14) (p. 17) (p. 18) (p.25) (p. 29) (p. 30) (p. 31) (p. 32)
Bureau of Art Education (p. 2) (p. 12)
Bureau of Basic Continuing Education (p. 13)
Bureau of Business Education (p. 25)
Bureau of Educational Integration (p. 1) (p. 15) (p. 16) (p. 17) (p. 20) (p. 25) (p. 28) (p. 29) (p. 33)
Bureau of Elementary and Secondary Educational Testing (p. 23)
Bureau of English Education (p. 16) (p. 28)
Bureau of Foreign Language Education (p. 18) (p. 25) (p. 27) (p. 28)
Bureau of General Education Curriculum Development (p. 1) (p. 15) (p. 16) (p. 18) (p. 19) (p. 27)
Bureau of Guidance (p. 29) (p. 30).
Bureau of Health Occupations Education (p. 26)
Bureau of Higher and Professional Educational Testing (p. 23)
Bureau of Higher Education Opportunity Programs (p. 26)
Bureau of Home Economics Education (p. 28)
Bureau of Inservice Education (p. 28)
Bureau of Mass Communications (p. 2)
Bureau of Migrant Education (p. 13) (p. 14) (p. 25) (p. 31)
Bureau of Music Education (p. 16) (p. 17) (p. 26)
Bureau of Pupil Testing and Advisory Services (p. 23)
Bureau of School Libraries (p. 30) (p. 32)
Bureau of Social Studies Education (p. 18) (p. 19) (p. 23) (p. 27)
Bureau of Special Continuing Education (p. 14) (p. 18) (p. 23)
Bureau of Urban and Community Program Evaluation (p. 30)
Division of Educational Evaluation (p. 12) (p. 31)
Division of Teacher Certification (p. 21)
Division of Urban Education (p. 30)
Educational Programs and Studies Information Service (p. 32)
Humanities and Performing Arts Education Unit (p. 16) (p. 18) (p. 26) (p. 28) (p. 31)
Native American Education Unit (p. 18) (p. 20) (p. 27) (p. 29) (p. 31)
New York State Library (p. 32)
New York State Museum (p. 20)
New York State Science Service (p. 27)
Office of State History (p. 18)
Project Search Office (p. 28)